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Units on migrant adult education, and a unit on organizing informal groups of migrant women to discuss maintaining and improving their temporary homes, are presented.

The goals of the unit on education for migrant men are economic independence, better health and well-being, and better handling of responsibilities. The main divisions of the curriculum, which are outlined in detail, include the care of camps, care of tools, carpentry, barber instruction, wise money usage, good health practices, inculcation of good moral character, and community services.

The overall objective of the unit in health, nutrition, and clothing for migrant families is to create a desire in the adult women to improve their living conditions through: a knowledge of meal planning, preparation, and serving; proper selection and care of clothing; and an understanding of the basic health needs and problems of the members of the migrant household and instruction in caring for these needs.

One unit concentrates on the selection, care, and laundering of clothing; another unit outlines the basic health, safety needs, and problems of the migrant family. Discussed are the physical health, safety education, common courtesies, and the specific needs of different age groups in the family which require the mother's attention. A list of health services, religious organizations, and other services which the migrant adult should be aware of are listed.

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Presented by

ADULT EDUCATION OF MIGRANT ADULTS

BY

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Oletha Bostic

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UNIT ON ADULT EDUCATION OF MIGRANTS

"How to Maintain and Improve our Temporary Homes"

by Doris McGinty

"Adult Education for Migrant Men"

by Alex Nagtálon

"Nutrition for the Adult Migrant and the Migrant Family"

by Marion Triem

"Selection, Care, and Laundering of Clothing"

by Elvira Kainer

"Instruction for the Adult Women in Caring for the Basic Health Needs and Problems of the Migrant Family"

by Oletha Bostic

and

Catherine Beal

Prepared by the above people as a requirement for:

Education 263s

"Workshop of Education of Migrant Children"

Instructor—— Neil Sherman

University of Arizona Tucson, Arizona

July 17-August 4, 1961

HOW TO ORGANIZE INFORMAL GROUPS OR "GET TOGETHERS" FOR MIGRANT WOMEN TO MAINTAIN AND IMPROVE THEIR HOME CONDITIONS

SURVEY: Teachers who are planning informal group meetings or "Get Togethers" for migrant out-of-school girls and mothers should make a thorough observation and survey of: (1) the existing housing (2) the number of women who might be able to take advantage of informal group meetings (3) the number of women who work in the fields (4) the number of women who are at home during the day or part of it (5) the hours of work (6) water facilities (7) lighting facilities (8) places where informal gatherings might be held (9) the number of persons in the various houses (10) their interest in having such meetings (11) arrangements for taking care of small children and (12) all other pertinent information. This survey is most important in order to organize groups and the teaching contents successfully. It is the preliminary step and must not be overlooked. These facts are necessary before taking any action to organize informal meetings.

PERSONAL VISITATION TO HOMES: This is another requirement. Invitations or notes do not do the job. The visitations should be arranged at a time convenient to the women. It may be necessary to do some of these visitations at night. Teachers who make visitations must be careful to observe the following:

(1) Dress in a manner so that you will be accepted. Your dress and shoes should be of the types that will not be conspicuous and that will help put these persons at ease. If the teacher drives a luxurious car, it should be parked out of sight--not in front of the house.

(2) Be sincerely ordinary and friendly. It is to be remembered that these sense insincerity and reactions in visitors rather easily. A teacher who does this work should be able to like these people, see their good and accept them as important members of society.

(3) Act as if you are one of them and that their situations are familar to you.

(4) Develop themes or topics of conversation that you know they are interested in--picking, climate, children, etc.

(5) Explain things in an easy manner and use a vocabulary that is familar to them.

(6) Ask their opinions on various things of interest to them. This makes them feel important and needed.

(7) I feel, that for Spanish-Americans who speak a very limited English, the teacher should be able to speak their tongue. An interpreter might be used; however, the use of an interpreter does not get the results that one who knows their language can obtain. In other words, if the camp consists of a number of these persons who do not speak English, then the teacher should know Spanish.

THE GENERAL MEETING: A time has been arranged, from information gathered on visitations, that is convenient to the greatest number of the women for a general meeting. A second visit is necessary by the teacher or a mother to advise the group about the general meeting and the time of it. When they attend this meeting, all efforts should be made to make them feel at ease and welcome. During the meeting the following topics may be discussed and agreed upon by the majority:

(1) Find out when they can attend--hours that are most appropriate to have the meetings. It might be that two or more groups will need to formed for their convenience. For those who can find no time, the teacher might ask if they would like help in their homes to do the

specific work and arrange individually with them.

(2) Discuss the site of the meetings. (I feel that a vacant room or house in the housing development of which they are a part is the best. If such is not available, my second choice would be in one of their homes. I choose these two because they are most like the actual conditions in which they live. The vacant room gives an excellent opportunity to use it as a live model for the families---showing what can be done with a home exactly like theirs.) Find out where they would rather be.

(3) Discuss how many classes they feel they have time to attend during a week or month, --approximately how many minutes or hours they feel they have free to spend in the meetings. It is remembered that the teacher does not gear the meetings to her time or needs, but to theirs. This is most essential if such meetings have a successful attendance and life.

(4) Discuss the topic of the class--How to Maintain and Improve Our Temporary Homes---Ask the group what they would like to learn to do? What tasks around the house are the most difficult for them? What things would they like to learn to do better?

(5, Motivate the group. Show some things at this meeting that have been made for a temporary mobile home. Arrange the room with "eye-catchers". Explain and use devices that will promote the returning of the people. I have found that many of these people have a little gambling spirit and that a raffle for the next meeting can be a good "come along" approach. The raffles can consist of things that have appeal to women. They can be home-made articles that can be of use in their homes, soap, and personal articles. They can be displayed before the group or mentioned as "secret surprises" for the next meeting.

Every attempt should be made to serve some simple refreshment at the meetings. This should be mentioned to the group. It could consist of coffee, a fruit juice or cookies.

(6) Organization of the Group into Committees. Remember that when people have a part in something they feel needed. The meetings or gatherings are not for the teacher---they are theirs. The committees can be selected by the group with the guidance of the teacher. They can be elected, or, if the group is rather withdrawn and timid or do not know each other well, the teacher should ask for volunteers. It should be explained that all will serve and that committees will rotate. The following committees might be helpful to the success of the groups:

(1) A refreshment committee.

(2) A membership committee to welcome new members and encourage those starting to continue.

(3) A hospitality committee--help new people--arrange seating, etc.

(4) An advisory committee--to help work with the teacher to formulate ideas.

(5) A recreation committee. Some simple types of recreation should be attempted at the meetings. This can be in conjunction with the social part of the meeting. Perhaps, someone can sing, group games, a simple skit, etc.

(6) A clean-up committee. This committee helps to wash the glasses or dishes, sweeps and helps arrange the room. They can, also, help to arrange displays and put up materials.

The teacher must use a great deal of tact and an assuring manner to make the women feel secure with the election of their names to the committees. This is a new experience for most of them and they will feel insecure. They should be assured that everyone in the class will help one another and that you will be there to assist them---that they will not be doing these things alone for awhile. In other words, do not let them fear these chores--quiet their anxieties. Plan with the committees for the next meeting. Discuss what each job will consist of and how they will function.

The Next Meeting Set the time and date for the next meeting. Ask the membership, social, refreshment and recreation committees for a few minutes fo their time to make plans for the following meeting. This can be done after class or at a time during the following days that is convenient to them. Show them that you appreciate their coming and invite them to be sure and be there for the following class.

Resource persons: Resource persons can be asked to help the teacher, especially in carpentry and other tasks which she feels inadequate to do much. I would not try and bring too many persons into such a class. They learn to know and feel secure with one person. Too many strangers can cause withdrawal and insecurity and the meetings can lose their family-like rapport.

Doris M. Mc Ginty

HOW TO MAINTAIN AND IMPROVE OUR TEMPORARY HOMES

To develop understandings, techniques and skills that will help migrant women do their needed tasks in a better manner.

TENTATIVE PLAN	EXPERIENCES AND ACTIVITIES	MATERIALS
1. Survey of Camp 2. Personal Visitations 3. The General Meeting a. Explanation of b. Discussion to find the interests of the group c. Organization of the Group. (1) Best time for conducting the meetings. hour- day- week, etc. (2) Site for meetings (3) Motivation of group (4) Committees d. Plan for the following meeting.	Survey by teacher of the camp and its personnel to obtain necessary information. Visitations to families. General meeting to organize others.	Room displays Posters Pictures Samples ofuseful articles for the home. Refreshments
TENTATIVE PLAN OF CONTENT		
1. What do you mean when you say, "She has a clean house". 2. What tasks do you need to do to have a clean and attractive home? a. Sweep--dust b. Make beds c. Dishwashing-garbage disposal d. Picking up and putting away clothes, etc. e. Cleaning stove f. Mopping g. Wash windows h. Killing insects i. others	Group discussion Ask class to name the tasks.	Arrange posters and pictures showing different home tasks.

3. Which tasks do you enjoy doing the most? The least?	Group discussion	
4. Which ones of these need to be done daily-weekly-semi-monthly?		
5. How can a working family get all of these done?	Ask different members of the group how they manage their work.	
6. What do we mean by sharing responsibilities in the home?	Group discussion.	
7. Why should we share the tasks in the home? a. Develop habits in our children. b. Give some free time to mother for doing other things. c. Teach the importance of working together. d. Children learn skills for the future. e. Easier to keep a clean house if all help. f. Others.		Picture or cut outs showing different members of the family doing tasks. Pictures showing members of the family working together.
8. How can we organize our work so members of the family have responsibilities and so that we can enjoy a cleaner and more orderly home? a. Assignment of work (1) To whom (2) How much work (3) When--what time for doing the work.	Ask mothers how they organize the work in their homes so as to get the needed tasks finished? How many mothers expect children to help and what things do they do? Discuss how much work they think children should do? Discuss the needs of a child.	Related materials Posters--pictures
b. Work for different members of the family. (1) Work for the boys (2) Work for the girls (3) Work for father (4) Work for mother (5) Work for other members of the family.	Discuss the jobs that mother needs to do; father and other members of the family.	
9. How can we do the needed tasks more easily and effectively? a. sweeping and dusting	Discuss the reasons for sweeping and dusting our houses. Demonstrate with a clean piece of an old dress or shirt how to dust.	Rag--old piece of clean material.

	Ask a member to dust some area in the room. Demonstrate how to sweep. Ask members of the group how they think they could sweep if they did not have a "store-bought" broom to use. Demonstrate how you can make a broom from a limb of a tree or an old broom handle, wire and some broomstraw or similar type of grass. Demonstrate how to make a dust mop made from cut pieces of burlap or old clothes.	broom broom handle or pole Wire Broomstraw or grass A worn article of clothing or other material Pole or old broom handle Cord or wire
b. Dishwashing	Group discussions. Discuss the most appropriate time for doing the dishes. Discuss and show how to handle the garbage left on the plates. Discuss the difficulties and dangers that can be caused by putting food particles down the drain. Discuss storage of left-overs and other foods. Demonstrate how to wash dishes using bar soap or laundry soap. Discuss the use of clorox or a bleach in dishwashing. Discuss the use of dishtowels and their need for cleanliness. Tell and demonstrate different ways of protecting the dishes from insects--cockroaches, flies, etc. Discuss and show inexpensive dishes that are practical to use when one is on the move.	Hand-made garbage box or can with cover. Old paper or leaves for lining the box, Pan Soap Dishtowel Water Purex or other bleach Screened box Cans Tin boxes Examples of practical and inexpensive dishes.
c. Making the Bed	Discuss and show inexpensive bedding. Explain the necessity of washing and the airing of bedding. Demonstrate how to make a bed and a camp cot.	Sheets made from flour sacks--inexpensive but warm blankets, quilts made from pieces of scrap materials, pillows made from flour sacks or cheap muslin and filled with straw , cotton or kapok, if available. Moss from trees, boiled, cut into pieces and dried can be used to fill the pillows. Bed Cot Sheets , blanket Pillow, cotton spread.

d. Mopping the floors	Discuss "Why do we mop floors?" What is the relation of a clean floor to the health of the family?	
	Show how to make a simple mop by using a tree limb or old broom handle, cord or wire and old, but absorbant pieces of cloth.	old broom handle wire old pieces of cloth
	Demonstrate how to prepare the water for mopping--the use of a disinfectant in the water. Show the group how to mop the floor. Let class members mop a part of the floor.	old can or bucket soap water Lysol or other disinfectant Mop
e. Window washing	Discuss the beauty of sparkling glass. Show how to wash a window using soap and water and clean paper to dry them with. Ask a member of the class to wash the window.	water soap paper pan
f. Picking up and putting things in their places	What things do you have to pick up in your homes? Where do you put these things? Discuss and show ways of storing these articles: Shoes Clothes Dirty clothes Toys Books and school materials Tools Etc.	Box or bag made for shoes Box or sack for dirty clothes Tin cans, shells for ash trays Shelves or boxes for books and toys Clothes rod or wall racks for hanging the clothes. Plastic clothes covers or ones made from old sheets. Barril with round top that can be used for storage and as a table. Barril can later be used to pack articles in to move.
	Have the members make one of these articles for her home.	
10. How can we help to control insects, mice and other obnoxious animals in our homes?	Ask the group if they are bothered by pests entering their houses and what kind of pests they are. Discuss the health hazards that can be caused by flies, cockroaches, spiders, etc. Discuss the reasons for their entering the houses: a. filth outside b. Food and unsanitary conditions inside.	

	c. climate conditions d. birds carrying insects e. lack of screens f. open areas for entrance Discuss the methods of controlling and killing these pests.	Samples of inexpensive materials, DDT, kerosene, creosote, sprays Durable cheese cloth that can be used for screens. Screens, etc.
11. What are the hazards in and around our homes?	Discuss the hazards: a. glass b. medicine c. fire d. electrical outlets e. animals f. insects g. broken steps h. uncovered holes or wells i. toys or articles on the floor or in front of house j. Gas or kerosene k. Poisons l. others Ask if any of them have had an accident in their families caused by any of these things. Relate what happened. What was done to remedy the situation? Discuss precautions and methods of handling the above hazards so as not to cause accidents.	Posters Pictures showing accidents
12. How can we have conveniences in our homes without spending much money?	Ask if anyone of them has made anything that has been useful to her in the home. Tell about it. Have each think of some article that they need to do the work in their homes. Discuss and show how to make the following articles: 1. broom---(described in lesson) 2. flour sifter--wooden frame with bottom of screen or can with bottom of screen. 3. wooden spoons--carved from pieces of lumber or wood from boxes. 4. cannister sets for storing sugar, flour, etc. Made from Crisco cans, coffee cans, etc. Can be painted and names affixed as group project. 5. towel racks--made from boards or poles, attached to table or wall with small wooden blocks.	

6. dish cabinets--apple or other wooden boxes with screen doors. Hinges can be made of pieces of leather or inner-tube. Cloth can, also, be used for the doors.
7. Mattresses--can be made from sacks sewed together or some cheap muslin. Inside can be filled with dried moss cut up into fine pieces, corn husks cut in fine pieces, cotton or straw. Pieces of paper can also be used.
8. Pillows (described in lesson)
9. Rolling pins--use of bottles or made from a small round pole or tree.
10. Washstand can be made from boxes--towel rack on sides can be round limbs hammered into a side piece for affixing. Soap dishes can be made from sardine cans.
11. Rack for tooth brushes, combs and other articles. Can be made from cloth, folding and sewing compartments . Can, also, be made from wood.
12. Bread board--large piece of board sanded down.
13. Storage box for meats, vegetables, etc. Apple box or other wooden box with screened doors.
14. Clothes hamper-- discribed in lesson)
15. Shoe boxes--apple boxes that can act as tables--divisions inside for shoes. Front can be covered with cloth.
16. Utensil rack for spoons, knives, etc. Cut a piece or use a piece from a box about 2 inches wide and 14 to 20 inches long--pound nail in for hanging the utensils.
17. Knife and fork box---use a shallow wooden box long enough to put in the knives--make divisions-- affix a top and latch on the front to protect against insects and make it easy to carry.
18. Measuring cups--mark tin cans on inside for 1 cup i/2 cup etc --paint a line that denotes the measure.
19. Medicine box---divided box can be made with fastener to make it difficult for young children to open.
20. Storages for clothing (discussed in lesson)
21. Table--barril with round or rectangular top that can be lifted up and taken off. Can also cut three pole legs and tie them together in the middle firmly. Affix board table top over legs.
22. Bed or cot--Make a frame of wooden lengths of lumber or use poles and nail them firmly together to legs to make the frame. Over this one can weave pieces of old but sturdy canvas or other heavy material--weaving and interlacing horizontally and vertically. Old rubber inner tubes can be cut and used for this also.
23. Hammocks for babies can be made from old blankets or sacks by sewing hems at tops and bottom and inserting a pole across. A square box type of hammock can be made and hung in the same manner. Rope or cords are tied from both ends of the poles. mosquito netting can cover the hammock.
24. Stools and chairs can be made like milk stools. Three poles can be tied together and a stool made in the same way as a table. Barrils and boxes can be used to make stools and chairs.
25. Screens for privacy and room dividers. Frames can be made from poles or pices of lumber. The frames can be covered with cardboard. The cardboard can be papered, painted or treated to make it more appealing. Can be used as the family bulletin board or art center. Cloth can be used

to cover the frames also.

26. Fly swatters--made from piece of innertube and pieces or strips of wood.
27. Grater--Piece of tin rectangular or nearly so. Can use side of coffee can or ham can. Roll up the ends so as not to cut the hands and punch holes with a large nail.
28. Wood boxes-- Big boxes of wood or make a support for the wood with poles. Drive poles into the ground to support the wood.
29. Clothes lines--two poles or limbs cut from a tree. Use ax or chisel to make smooth surface on the back to attach crossbars. Use staples to hold the cord and pass it from poles.
30. Sewing boxes-- box can be divided to make sections for buttons, snaps, zippers, elastic, thread, etc. Strips of innertube or elastic can be secured on top to hold scissors, tapes, etc.
31. Rugs--braided from old clothing or sacks. Burlap squares appliqued with blocks of materials. (described in lesson)
32. Others

Each member of the group makes one or two articles for her home. They can work in pairs or individually. Have exhibit of the articles made. Invite the husbands to the exhibit and for a social.

Teachers need to help gather tools for the class and other materials. If some of the things can be volunteered by the group it shoud be encouraged. This will teach them to share their tools. If it is possible to take some of the mothers with you to ask for boxes, etc. it should be done. It will develop confidence for dealing with similar problems in the future.

13. What articles can we make or obtain to help beautify our homes?	Ask the group if they like the articles that you are displaying. Discuss why do we need some things in our homes that are interesting and beautiful. Discuss--How do you think we can make our homes prettier without spending much money? What things could you make to do this? a. Pictures	Vase, picture, pillow etc. for display Pictures cut out of magazines and framed with cardboard and tape. Family fotos mounted on paper and then cardboard--framed. Cover with celluloid or plastic. Some drawings made in the school by the children. Framed pictures made from weeds.

Pictures made from dried straw which has been dyed with cake coloring. Design is made on cardboard and the straws are cut and glued in place. Weed flowers.
Other ideas.

b. flower pots

Vases

Use jars, cans, wooden boxes, old utensils coconuts, etc.
Wrap tin cans with tissue paper which has been twisted to make cords. Glue around the cans.

c. Pillows

Samples of sofa pillow made from burlap.
Cut two squares of burlap. Use nice size for pillow. Pull threads harizontally and vertically to make 3 inch squares. Cut pieces to make the squares from old or scrap materials. Sew the blocks down. Finish the two sides and sew together. Stuff with one of the suggested materials.
Other types of pillows using scraps of materials or used garments.

d. curtains

Samples of curtains made from old sheets, flour sacks or cheap muslin. These can be appliqued to make more colorful.

e. Shelves for What-Nots

Shelves made from boards taken from boxes, etc.

f. Ash trays

Made from cans, shells, coconuts, etc.

g. Other suggestions

14. How can we make the areas around our houses safer and more attractive?

Discuss the importance of our surroundings to:

health
accidents
mental health

	Discuss the things we can do to make the areas around our houses safer and more attractive: a. fix steps b. fill in holes with sand c. make fine pebble and rock bordered paths or sidewalks to our doors. d. make foot scrapers from boards and coke caps. e. clean all broken glass and rubbish away f. cut all tall weeds and grass g. fix an area for burying or burning rubbish h. get a can to use as an incinerator i. dig up a small area where you can plant flowers and vegetables j. get some native shrubs and plant k. fix a play area for the small children l. fix a storage area for bicycles, toys or other articles.	Posters Pictures showing accidents caused by rubbish or toys. Plans for making improvements. Flower seeds Vegetable seeds Pictures of shrubs or native plants that can be obtained for nothing.
	Have a work party at one of the homes. Everyone takes part in making improvements. Serve coffee --perhaps, weiners and buns. Conduct a short social with outdoor recreation.	spade pick rake tin barril shrubs hammers nails rocks, etc.
15. What things can we move to new locations? How can we pack more compactly?	Discuss what things they take with them. What articles could be made to serve as furniture and later for packing the things? Discuss and demonstrate how to pack compactly. How to pack to find articles that one needs along the way?	suitcases boxes barrils materials for packing dishes, clothes, books personal things etc.

ADULT EDUCATION FOR MIGRANT MEN

Objective:

We teach the adult men in order to gear them towards economic independence, better health and well being, so that they will be able to handle their responsibilities independently and take care of their general welfare.

Main divisions of curriculum:

A. Care of camps

B. Care of Tools

C. Carpentry

D. Barber instruction

E. How to spend their money

F. Good health practices

G. Inculcation of good moral character

H. Community services

A. Care of camps

1. Men should be taught care for facilities

a. Simple repair on household furnitures

b. Repair screen door and windows

c. Making safety check on the homes

(1) Fire hazards

(2) Damaged flooring, windows, etc.

(3) Broken glass

(4) Safe use of gasoline or kerosene stoves

2. Men should be encouraged to care for camps

   a. Camp operator must indicate his interest

   b. Camp operator helps and delegates not all authority to crew-leader

   c. To inspire pride in them

   d. To help them win community acceptance

   e. Beautification of camp area

      (1) To build walks, pathways in premises

      (2) To plant palms and shrubberies

3. Camp organization

   a. Crew-leader could appoint one man in charge for a day or two

   b. Men could select among them one in charge for so many days

B. Care of tools, machines, etc.

   1. Men taught how to clean

      a. Hoes

      b. Shovels

      c. Knives, cutters

      d. Rakes

      e. Bars, diggers

   2. Men taught to operate

      a. Cotton pickers

      b. Harrows

      c. Harvesters

      d. Tractors

      e. Bulldozers

C. Carpentry

1. Useful materials for carpentry, tools

   a. Discarded fruit boxes, cardboard boxes

   b. Nails

   c. Hammer

   d. Screw driver

   e. Screws

   f. Wood-lumber (if available)

   g. Wires

   h. Saws

   i. Sandpaper

   j. Portable tool kit (if it can be secured)

2. Men taught how to repair household furnitures

   a. Tables

   b. Chairs

   c. Beds

   d. Cabinets

3. Men taught how to make simple furnitures

   a. Dressers

   b. Drawers

   c. Medicine cabinets , tooth paste racks

   d. Chairs (folding and portable)

   e. Tables (detachables and portable)

   f. Simple folding beds

   g. Shelves for food

   h. Bread board, rolling pin

   i. Wash stand, ironing board

   j. Screen for partitioning the room

4. Making fly swatters

   a. Use screen or inner tubes, coat hangers

   b. Hold securely with wire or yarn, tacks

D. Barber instruction, grooming

   1. Men taught to cut their hair and the boys' hair

   2. Men taught the practice of proper grooming

E. How to spend their money

   1. Men taught to think of the family first

   2. Inculcate the value of spending only for essentials

   3. Explain the importance of putting their money in the bank

F. Good health practices

   1. Teach the value of cleanliness

   2. Avoid drinking contaminated water

   3. Observe and follow good sanitation

   4. Explain what health centers are for

   5. Describe the importance of consulting health officials when sick

   6. Explain hospitalization insurance, and how they can secure them for their families

G. Inculcation of good moral character

   1. Teach moral values

   2. Follow accepted practices of personal behavior

      a. Husband's responsibility to his children

      b. Husband's responsibility to his wife

      c. Man's responsibility to his community

H. Community services (institutional)

1. Driver training

   a. Get a copy of state driver's test booklet and explain questions

   b. Acquaint them the procedure of how to secure a driver's license

2. Social Security

   a. Explain the importance of having one

   b. Let them understand benefits

   c. Tell the procedure of how to get a social security card

3. Post Office

   a. How to fill up money orders and how to send them

   b. How to send a registered letter

NOTE: Voluntary agencies and the state organizations related to Agricultural Extension would probably be the channels through which to work a program of broad adult education.

Special Bilingual Materials for Spanish Speaking Adults

¡Donde vive Ud ? (Where do you live?)

¡Donde vive Ud. antes de venir aqui? (Where did you live before you came here?)

¡Como se llama Ud.? (What is your name?)

¡Cuantos anios tiene Ud.? (How old are you?)

¡Cuantos hay en su familia? (How many are in your family?)

¡Pare, Por favor? (Stop, please !)

¡Venga aqui,por favor? (Come here, please!?

¡Termino Ud. su trabajo? (Did you finish your work?)

¡Entiende or comprende Ud.? (Do you understand?)

¡Mire. (Look !)

¡Escucha. (Listen !)

¡Donde esta el mercado? (Where is the grocery store, or market?)

¡Donde esta el ninio? (Where is the boy?)

¡Donde esta la ninia? (Where is the girl?)

¡Donde esta su madre, o padre? (Where is your mother or father?)

¡Donde esta su esposa? (Where is your wife?)

¡Cuantos dineros tiene Ud? (How much money do you have?)

¡A donde va? (Where are you going?)

¡Bueno. (Good)

¡Esta mala. (That is bad.)

¡Desaamos que haya estado contenta en la ciudad, hoy.
(We hope you have enjoyed our city today.)

Adios. (Good-bye)

Hasta la vista. (Till we meet again.)

HEALTH, NUTRITION AND CLOTHING FOR THE MIGRANT FAMILY

The over all objective of this unit is to create a desire in the adult women to improve their living conditions through providing a knowledge of meal planning, preparation, and serving; proper selection and care of clothing; and an understanding of the basic health needs and problems of all the members of the migrant household and instruction in caring for these needs.

Through educating along these basic lines first we can then expand the learning experiences to include reading, writing and arithmetic for no teaching can be really effective unless the body is well, warm, and nourished.

Oletha Bostic

HELPING THE ADULT MIGRANT DEVELOP AN AWARENESS OF HIS NUTRITIONAL NEEDS

Proper food for all people is an important health factor. Good nutrition for human beings comes from eating enough of the right kinds of food to enable the body to function properly. Proper functioning of the body includes growth and repair of body tissues, production of heat and energy, and the regulation of the heart and other organs. But eating the proper kinds of food is not the only requirement for good nutrition. The body and all its organs must be healthy. Fresh air, sunshine, exercise and rest are also necessary.

Because the migrant is always on the move, and usually experiences living conditions way below standard, little attention is given to this important phase of his health. The preparation of food is usually hurried and anything that can be prepared in a hurry or eaten while traveling is the usual fare. Many migrants suffer from malnutrition, a condition acquired when one does not eat properly. Some conditions contribute to this fact. They are: (1) inability to obtain enough food because of poverty, (2) ignorance as to what constitutes a good basic diet, (3) bad food habits, and (4) continuance of an ancestral pattern of eating.

Money is no guarantee of a balanced diet. Economical, low cost foods can be nutritious as well as enjoyable, if one only knew what they were and how to go about preparing them. In working with the adult migrant we hope to be able to help him learn what the nutritional needs of the body are, and how these needs may be met through the proper selection, care, preparation and serving of foods.

NUTRITIONAL NEEDS

Pre-natal

Realize the importance of proper food as an aid to better health of baby

Realize the importance of milk in diet
Realize the importance of proper rest
Realize the importance of fresh air
Realize the importance and reasons for refraining from eating fried, rich, or highly-seasoned foods
Realize the importance of including some of the "Basic Four" in each day's diet for all ages, for variety and to supply all necessary nutritional needs
1. Cereals, bread and potatoes
2. Meat, poultry, fish, eggs, dried beans, or peas (peanut butter may be substituted once or twice a week)
3. Fruits and vegetables
4. Milk, cheese and other dairy products

Babies-First few months (For mothers)
Realize the importance of proper formula and acquire knowledge of different kinds if one does not agree with baby's constitution
1. Boiled fresh or powdered (1 part powdered milk to 2 of water)
2. Fortified evaporated- canned (Keeps indefinitely before opening)
3. Citric or lactic acid formulas (Can be mixed and kept 24 hours without refrigeration and bottles can be kept standing in cold water)
Realize the importance of starting liquids containing vitamins C and D after baby is four weeks old
Realize importance of cod-liver oil in diet
Realize importance of plenty of sleep and fresh air

Young Children

Develop a taste and liking for a variety of foods
Realize the importance of milk
Realize the importance of eating fruits and vegetables
Learn to wash raw fruits or foods before eating
Learn to wash hands before eating
Learn to eat at regular times
Learn to eat other foods as a substitute for candy and soft drinks
Learn proper table manners
Learn that mealtime is a happy time
Learn to dispose of food wastes (cores, seeds, peelings, etc.) in proper place instead of throwing on the floor or outside
Learn the importance of proper rest and fresh air

Older Children

Learn the necessity of washing foods before eating and disposing of wastes in proper place
Learn to substitute fruits and raw vegetables for candy
Learn the value of eating a variety of foods and develop a taste for different foods

Learn the importance of milk [illegible]
Develop an appreciation of a happy mealtime when the family may be together
Develop the use of proper table manners
Acquire a knowledge of how a proper selection of food aids body growth
Learn that diseases can be spread through unsanitary foods and improper disposal of garbage
Learn to assume resposibility for helping younger family members acquire knowledge of these needs

Adults

Learn that responsibility of the family's nutritional needs depends on wise selection, preparation, care, and serving of the proper foods
Learn what the nutritional needs of the family are
Learn the importance of teaching by good example
Learn the importance of keeping foods clean and stored properly
Acquire a taste for a variety of foods
Acquire the desire to regulate meals (as far as possible) so that all members may be present at one time
Acquire the desire to make mealtime a happy time
Learn the importance of proper disposal of garbage
Acquire the knowledge of how to buy foods economically and still provide nutritious meals
Acquire the knowledge of ways of using left-overs so that food is not wasted

HELPERS ENLISTED TO CONDUCT"PROGRAM"

Home Agents
Migrant Ministry
Public Health Nurses
Women's clubs and organizations
Volunteer groups
Merchants and ranchers in the camp area
Bakeries that make home deliveries in the area

MATERIALS NEEDED

Stove and oven-attached or portable
Work areas- may be several large wooden boxes put together or planks set across boxes or backs of chairs, ironing board, etc.
Chairs or benches
Serving table or serving area
Plates-plastic or unbreakable
Bowls
Glasses-one size, plastic
Cups-plastic
Platters
Knives, forks, and spoons-plastic or stainless, but enough for all

Tablespoons
Skillet-iron, with cover
Cake pans-2 oblong
Bread pans-several
Muffin tins-12 space
Sauce pans-2-1 qt.
Kettles- 2 large, with lids
Pitchers-2 large
Water Bucket and dipper
Dishpans-2
Tea Kettle
Mixing Bowls-unbreakable-several sizes
Cookie sheets
Pancake turner
Paring knife-well sharpened
Butcher knife
Potato masher
Slaw cutter
Sieve
Mixing spoons-wooden
Clock
Measuring cup
Wash basins and soap
Towels-dish and hand
Dish cloths

SPECIFIC OBJECTIVES

Help them to make the best use of things that are available
Acquaint them with places where they can purchase foods at reduced prices
Help them to understand the nutritional needs of the body
Help them to become acquainted with foods necessary for proper nutrition
Acquaint them with proper methods of preparing and serving nutritious foods
Acquaint them with and how to use foods that do not need refrigeration
Help them to learn how to store food so it is kept clean and will not spoil
Help them to learn to like new foods
Help them to learn how to buy economically

SUGGESTED ACTVITIES OR PROJECTS

Trips to grocery stores or ranches
Comparing brands, packs, prices and other factors in obtaining good value for the money
Gaining the cooperation of grocers or bakers in selling or furnishing day-old or stale bread and bakery goods
Purchasing supplies from a list made in advance-gives the women experience in meeting grocer and learning to spend money
Studying the nutritional needs to be used in meal planning
Planning low-cost family meals for a day, then a week, and making out grocery lists for the purchase of same
Having a "tasting party" and acqauinting them with unfamiliar foods

Planning for the use of fruits and vegetables that are readily available-stress economy of using fruits and vegetables in season

Preserving fruits and vegetables
Using in daily menu
Making applesauce-make jelly from skins, cores, etc.

Planning and giving a party, making refreshments

Planning, preparing, and serving picnic lunches

Making several different kinds of sandwiches

Preparing dishes made with stale bread
Puddings
French toast
Dressing, etc.
Vegetable casseroles
Meat extender

Baking a one-dish casserole meal-stress saving of fuel

Baking yeast bread

Preparing dishes made with powdered milk, dried eggs, or other foods that do not need refrigeration-stress making foods more nutritious by addition of milk in creaming vegetables, etc.
Puddings, and other desserts
Creamed vegetables
Casseroles
Hotcakes and tortillas
(1 part milk to 4 of flour)

Preparing some of the favorite dishes of all (Spanish or Mexican)
Using their recipes, show how to make dish more nutritious

Preparing formulas for babies

Planning and preparing a school lunch or packed lunch

Preparing food and serving bed patients, invalids or those on special diets

Planning and cooking a good breakfast-this may be accomplished by the use of Mexican foods as well as traditional ones

Making a recipe file

Planting a vegetable garden after a visit to see one-for those who have a "home base" or "stay put" long enough

Setting a table and serving a meal to guests

Learning proper table manners and practicing them

Planning various methods of disposing of garbage properly

Washing dishes, dish towels and cloths

SOME INEXPENSIVE FOODS TO LEARN TO PREPARE

Bread pudding
Baked Beans
Macaroni and Cheese
Spaghetti
Meat Stews
Vegetable Soup
Biscuits
Potatoes au gratin
Corned Beef and Cabbage
Cornbread
Tamale pie
Split pea soup
Fruit gelatin
Cole slaw
Weiners and sauerkraut
Meat Loaf
Spanish Rice
Rice pudding
Shepherd's Pie
Hamburger casseroles
Skillet casseroles made with hamburger, Mexican corn, and onions
Baked corn and tomatoes
Boiled cabbage, escalloped with cheese
Scrambled eggs
Egg salad sandwiches
Creamed eggs
Beef and Kidney Pie
Onion Stew

APPROACH

After rapport is established with individual persons or a small group, plans may be made to return to their homes or to the camp at a particular time to share an experience with them as was suggested in the list of activities. At first this may be done with an individual family or family member, or with groups that seem to meet together frequently. The leader must never force her way into a group, but by gaining their confidence in her interest in them, she will be able to find a way or an opening which will lead up to allowing her to help them. The teacher or leader will capitalize on a common interest recognized in some earlier visit with these people. She should keep the first experiences short until the needs of the group and their interests are identified. The "program" should be flexible, so that the ones being helped can aid in planning and taking part in it. If the activity for the day, for example, is the making of vegetable soup, the leader can enlist the cooperation of each one to bring one or two ingredients, so that its preparation will be a cooperative effort and each shares a responsibility. These people must be helped to feel that their contributions are needed and accepted no matter how small they may be.

Marion Triem
Education 263 s
Mr. Neil Sherman, Instructor

Elvira Kainer

Selection, Care, and Laundering of Clothing

Objectives:

1. To stimulate an interest in the better selection and care of clothing.
2. To create a desire to learn how to mend, wash, and iron clothes correctly.
3. To teach the methods of construction of simple garments.
4. To develop the realization of better storage for clothes.

I. Helpers.

   A. Home agents.

   B. Homemaking teachers.

   C. Adult leaders.

   D. Advanced high school homemaking girls.

II. Informal small groups of migrants who habitually gather daily in different places in the community.

   A. Laundry.

   B. Central water supply.

   C. Camp community room.

   D. Store near camp.

   E. Play area.

III. Central sewing room may be secured.

A. Old school building.

B. Old store building.

C. Vacant house.

D. Home of one of migrants.

E. Homemaking department.

IV. Equipment.

A. Old treadle machines.

B. Tables.

C. Chairs or boxes for chairs.

D. Iron or irons.

E. Ironing board or table.

F. Shelves for storage.

G. Old clothes.

H. Collection of used buttons.

I. Collection of used zippers.

J. Collection of used snaps.

K. Play pens for small children or large cardboard boxes.

L. Blue jean legs for patches.

M. Workshirt pieces (tails) for patches.

N. White patches.

V. Clothing

A. Selection

1. Durable.

2. Need.

3. Uses.

4. Cost.

5. Washable in water.

6. Color fastness.

7. Style.

B. Construction.

1. Secure used clothing to sell to them for small sum.

2. Baby dresses and diaper shirts from men's old dress shirts.

3. Dresses for small children from used cotton skirts.

4. Sheets for small beds from used big sheets.

5. Boxer shorts from old pants legs.

6. If knees of boys' blue jeans are worn out at the beginning of warm weather cut them off and hem.

7. Patching with sewed on patches and iron on patches.

8. Use remnants for clothing.

9. Shorten or lengthen dresses or skirts (if needed) and hem.

10. Sew on buttons, hooks, eyes, and snaps.

11. Make buttonholes.

12. Re-sew seams if needed.

13. Make covers and quilts from

a. pieces of non-serviceable clothes, or

b. samples of wool from tailor shops, or

c. samples from shirt factories.

14. Make pillows and fill with old nylon hose cut into strings.

C. Storage.

1. Place to keep it clean.

a. wooden boxes with lids.

b. sturdy cardboard boxes.

c. soap barrels from laundries.

d. big lard cans.

e. 50 lb. oil drums.

f. 3 lb. coffee cans for sewing boxes.

g. 1 lb. coffee can for buttons.

h. foot lockers.

2. Convenient to have several storage containers or places.

D. Washing.

1. Amount of detergent to use.

2. Kind of detergent or soap for different kinds of water.

3. How to divide washers of clothes.

4. Close zippers.

5. Empty pockets.

6. Time washing cycle.

7. Hang correctly on clothes lines.

8. Do not leave on clothes line after they are dry.

9. Store clothes pins in dry place.

10. How to wash and dry sweaters.

E. Ironing.

1. How to dampen clothes.

2. Temperature of iron for different materials.

3. How to test temperature of iron.

4. How to clean iron.

5. How to iron different articles.

6. How to make an ironing board

a. what may be used, and

b. possible things to use for covers.

VI. Home visits.

A. First several visits may be outside the home.

1. On doorstep.

2. In shade of tree.

3. Near central water supply.

4. Camp community area.

5. After church service.

B. First home visits should be informal and of short duration.

C. Suggest that they continue their job.

D. Careful conversation may lend an opportune time to

1. Answer questions.

2. Give suggestions.

3. Lend assistance.

E. Return visit may develop

1. Day and time planned.

2. Object to be brought

a. demonstration.

b. work together.

VII. One suggested unit.

A. Clothing selection.

1. Have several articles of clothing from the stores that are available for them to buy.

2. Have some articles of clothing that are suitable for their use that you have made.

a. used clothing.

b. renovated clothing.

c. remnants.

d. purchased at Army surplus stores in quantities (bolts).

e. purchased on sale.

B. Have the articles displayed on tables where they may see and examine them.

C. Direct the discussion.

1. Price.
2. Durable material.
3. Suitable trimming.
4. Washable buttons.
5. Color fastness.
6. Suitable colors.
7. Hem width.
8. Well-made buttonholes.
9. Fastened seams.
10. Width of seams.
11. Shrinkage.
12. Information on label.
    a. size.
    b. shrinkage.
    c. fabric.
    d. washing instructions.
13. Pockets securely fastened.
14. Durable belts.
15. Washable belts.
16. Ease in ironing.

VIII. Visit laundry.

A. Several women or a few may be at the laundry.

1. Take some washing of your own to do.

2. Visit informally.

3. Listen to their conversation.

4. Watch their procedure.

5. Do your laundering procedures slowly at an adjoining washer so that they may see your methods.

   a. sort clothes carefully.

   b. examine for spots.

   c. empty pockets.

   d. close zippers.

   e. check temperature of water.

   f. measure detergent.

   g. mention (if possible) that the detergent was on sale.

   h. time washing process if it is not done automatically.

   i. rinse well if wringer washer is used.

      1. fold buttons inside before placing in wringer.

      2. rinse one piece at a time.

      3. rinse like things (all towels) in sequence and store together in boxes or baskets.

   j. covered filled containers of clean clothes.

      1. plastic.

      2. newspapers.

6. Talk with the women while you wait for your clothes to wash.

   a. sometimes able to give assistance if troubled with wringer.

   b. do not give the attitude that you know all of the answers.

B. Another visit to laundry.

1. Dress appropiately.

2. Thumb through magazines available for reading.
3. Be sure that your approach is informal.
4. General conversation should be about things that they are famaliar with.
    a. crops in area.
    b. rainfall.
    c. other places they have worked.
    d. parks available in area.
    e. location of
        1. super-markets.
        2. churches.
        3. Salvation Army.
        4. Good Will Store.
        5. county hospital or clinic.
        6. Red Cross
        7. second hand stores.
5. Observe and listen for their needs.
6. Suggest a better method if the opportunity prevails.
    a. better sorting of clothes.
        1. prevent lint on some just washed.
        2. fading may not have occured.
    b. amount of detergent.
    c. water temperature.

Lee Bostic
and
Catherine Beal

PURPOSE

Because it is sometimes difficult to hold any formal type of class to teach the adult migrant, we did not feel that we would greatly profit from making detailed lesson plans for giving health and safety instruction. Therefore, we have composed a simple outline, listing things the migrant mother or adult female should know about physical, mental, and social health, so that she can wisely care for her family and guide them on their journey through life.

This list might be of value to anyone interested in the migrant family, as teaching can be done in many ways by many different people. Often casual conversations or informal visits are more effective in guiding people to a "better" way of living than any amount of schooling or prepared literature.

BASIC HEALTH AND SAFETY NEEDS AND PROBLEMS OF THE MIGRANT FAMILY

I. General information a mother should have

Physical health

A. Knowledge of first-aid

1. Care of cuts, burns and scratches

2. What to do for sun stroke

3. What do to in case of carbon monoxide poisoning

B. Home nursing

1. Recognizing symptoms of illness

a. Colds

b. Whooping cough

c. Common communicable diseases

d. Pink eye

e. Venereal disease

2. Preventive measures

a. Vaccinations

b. Isolation of the sick person

3.C Conditions which cause or affect illness or disease

a. Improper screening of living quarters admitts flies, gnats, mosquitoes, and spiders

b. Rats

c. Lack of refridgeration causes food spoilage.

d. Improper handling of foods

e. Unclean cooking and eating utensils

f. Contaminated water

4. Care of the sick

   a. Isolation, as nearly as possible, from the rest of the family

   b. Clean bed

   c. Sterilization of eating and drinking utensils

   d. Taking temperature

   e. Provision for disposal of waste material

   f. Use of patent medicines

   g. Contacting a doctor

   h. Admitting a seriously ill person to the county hospital

C. Good grooming

   1. Care of clothing

   2. Care of hair, teeth and nails

   3. Bathing

   4. Posture

   5. Use of cosmetics

D. Effects of the use of alcohol and tobacco

E. Need for a restful sleep

   1. Provisions for uncrowded sleeping facilities

   2. Care of bed colthing

F. Wise use of liesure time

   1. Need for relaxation

   2. Need for recreation

   3. Need for socializing

G. Use and care of latrines

H. Knowledge of health services available

I. Knowledge of laws regarding health and public housing areas

J. Basic knowledge of safety principles

J. Knowledge of body functions

1. Emphasize reproductive system

a. Birth control

b. Venereal disease

2. Location of body organs

Safety education

A. Fire safety

1. Removal of fire hazards

2. Storage of gasoline and kerosene

3. Extinguishing of fire

a. Water

b. Sand

c. Fire extinguishers

4. What to do if a dwelling catches fire

5. What to do if clothing should ignite

6. Proper ventilation of stoves in the winter

B. Highway safety

Common courtesies

Should learn these ways of courtesy so that they will not be afraid to contact people who can aid them in a time of illness, accident, or need.

A. Making introductions

B. Telephone manners

C. Table manners

Stress a need for keeping in possession all health records of all members of the family so that the health service will be able to act with greater efficiency in time of illness, check-ups, and clinic care.

II. Specific needs of different age groups in the family of which the mother should be made aware.

A. Pre-natal

1. Proper diet for the mother
2. Suitable clothing for the mother
3. Personal cleanliness of the mother
4. Clinic care for the mother if at all possible

B. Birth and Infant Care

1. Preparation necessary
   a. Provision for care of children
   b. Adequate food for two days on hand
   c. Plans for doctor or midwife
   d. Supplies necessary for the delivery
   e. Layette
2. Care of the new born infant
   a. Cleaning
   b. Clothing
   c. Feeding-breast of bottle
3. Baby care
   a. Bathing-stress need for a daily bath
   b. Sleeping arrangements-adequate warmth, individual crib, clean bedding, net to keep out insects
   c. Sterilizing bottles for water and milk
   d. Preparing formula
   e. Cleaning breast before feeding
   f. Care of eyes, ears, mouth, and navel
   g. Treatment of diaper rash
   h. Knowledge of diarrhea and what to do if it should occur

i. Provision for the care of the baby while mother is working.- care by an older member of the family, day care centers, providing safe conditions if the baby must if taken to the field

B. Pre-school children

1. Safe play areas
2. Supervised play
3. Cleanliness
4. Suitable clothing for rough play and weather conditions
5. Toilet training
6. Care of hair, teeth and nails
7. Proper rest
8. Care while mother works
9. Sense of belonging
10. Love and praise

C. School aged children

1. Safe play area at "home"
2. Supervised group play
3. Proper rest
4. Adequate and acceptable clothing for school
5. Need to be taught health and safety habits listed in Part I
6. Sense of belonging both at home and in school
7. Sense of accomplishment
8. Much praise and love at home and at school

D. Teen aged boys and girls

1. Restful sleep
2. Good diet
3. Recreation and group activity
4. Enlarge knowledge of health and safety and social habits listed in part I
5. Knowledge of sex education
6. Knowledge of home and family living
   a. Dating
   b. Choosing a mate
   c. Planning for marriage - blood test, obtaining license
   d. Planning for settling down or traveling
7. Sense of security - being loved, wanted, and useful
8. Need to be disciplined and taught responsibility

E. Old folks in the home

1. Provision for a safe and comfortable place with adequate supervision for those who are unable to attend to their own needs
2. Providing for the older adult who is able to care for himself and others, but is no longer able to work in the fields
   a. Caring for smaller children of the family
   b. Looking after the home
   c. Preparing the meals
   d. Laundry and ironing
   e. Working for other people in the camp - child care and house work

3. Need to feel "needed" and independent - possibly pay them a small fee for doing chores and babysitting

4. Social recreation
   a. Golden age groups
   b. Games and crafts
   c. Set up a child care center supervised by the old folks

5. Adequate clothing

6. Proper food

7. Need to be loved and praised

LIST OF HEALTH SERVICES, RELIGIOUS ORGANIZATIONS, AND OTHER SERVICES WHICH THE MIGRANT ADULT SHOULD KNOW ABOUT

Places listed below are available to help people who find themselves in difficulty and have no funds or family on which to rely. Some of the places are run by the government, others are supported by religious groups and still others are supported by the United Community Campaign. Also marked on the map but not listed are places that the migrant family might visit at no cost other than for car expenses. Most of these places have picnic facilities and the family could spend the day off just having fun together. Himmel, and Mission Manor parks have pools which charge fifteen cents for children to swim all day, and Randolph Park is in the process of building a pool. The Southbranch YMCA-YWCA is open from 8:00 a. m. to 10:00 p.m. A day membership is fifty cents and the children are supervised all day in swimming, gym activities, and if they want to just loaf there is a T.V., and a many magizines and books available. (A yearly youth membership is only ten dollars and many Southsiders use this as a glorified baby sitting center, bringing their kids in the morning and not picking them up until evening.)

Government services

1. County Hospital and clinic--South Sixth near the Freeway.
2. T.B. and Health Association of Pima County--139 S. 5th.
3. Veteran's Hospital--S. 6th and Ajo Way.
4. Highway Patrol--22nd St. and Euclid MA-4-8811.

Sheriff

Bostic

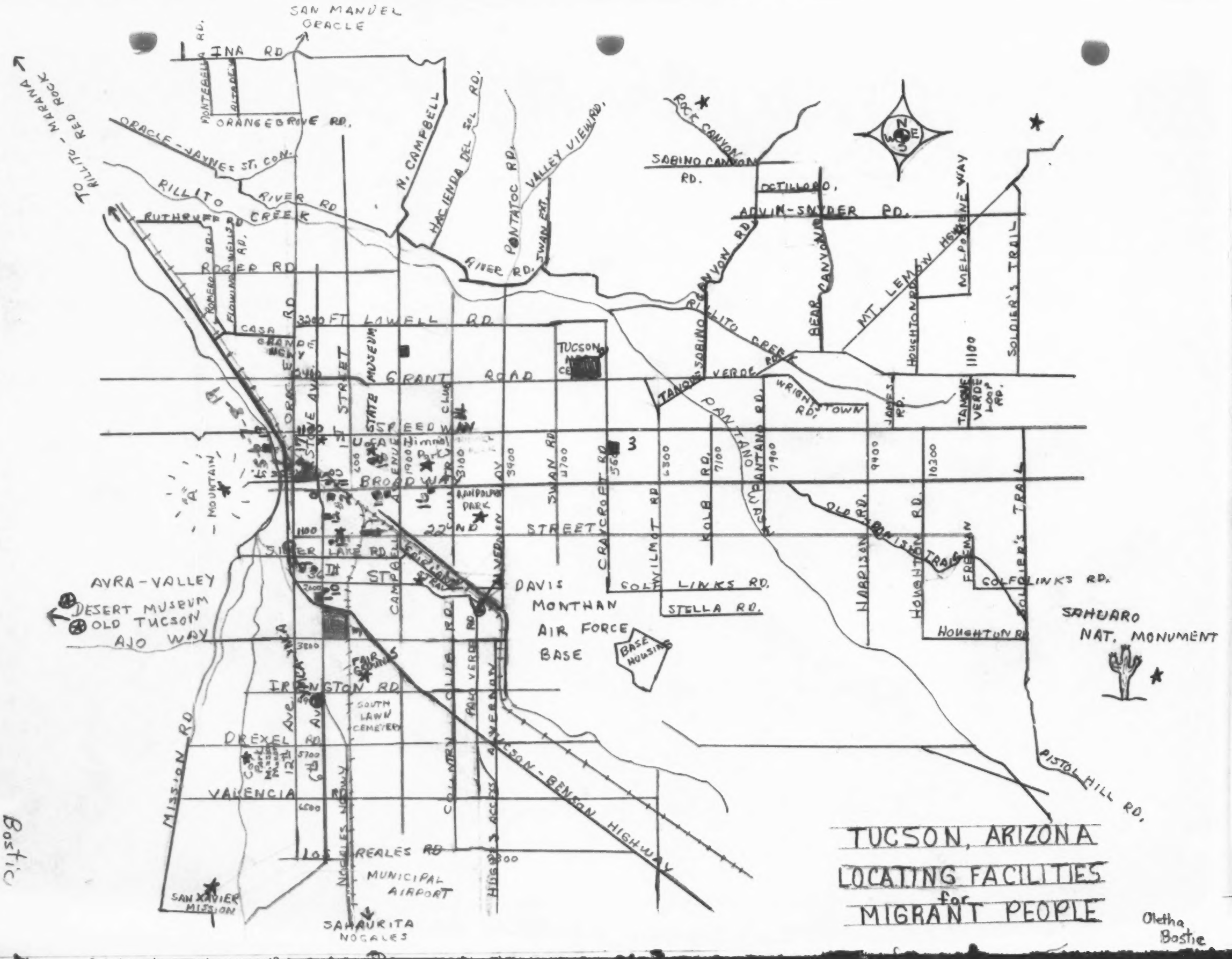
5. Pima County Sheriff's Office--Courthouse at Pennington and Church--MA 2-3366.
6. Arizona Health Dept. 161 W. Alameda.
7. Arizona Public Welfare Dept. --112 W. Pennington.
8. Legal Aid Society of Pima County - 112 W. Pennington.

Church sponsored

9. Salvation Army Store--W. 33rd by the U.S. Post Office, South Tueson.
10. Salvation Army Men's Social Service--S. 6th. near County Hospital.
11. Salvation Army Welfare Dept.--174 E. Toole.
12. St. Vincent dePaul Society--849 S. 6th.
13. Good-will Stores--1228 S. 4th.
14. 3255 E. Speedway.
15. Red Cross--200 S. Cherry.
16. Jewish Community Center--N. Plumer near Broadway.
17. Catholic Social Service of Arizona--116 W. Washington.
18. Tucson Council of Churches--516 N. 5th Ave.
19. Migrant Ministry--Mrs. Padfield Ma 4-5145.
20. House of Neighborly Service--243 W. 33rd. MA 3-100.

Bostic

TUCSON, ARIZONA
LOCATING FACILITIES for MIGRANT PEOPLE



MONDAY, EVENING, JULY 31, 1961

U. S. Maps Fight On Syphilis

WASHINGTON—(AP)—With syphilis cases showing an annual increase of what he called alarming proportions, Surgeon General Luther L. Terry today named a task force to recommend a program to eradicate the disease as a public health problem.

The five-member task force will be headed by Dr. Leona Baumgartner, commissioner of health for New York City. It plans its first meeting in New York Sept. 13.

Dr. Terry, head of the Public Health Service, said the task force's report will form the basis of a special report to the House Appropriations Committee at the next session of Congress.

The committee has asked the service to have recommendations for an effective program to deal with veneral diseases ready for presentation during its budget hearings next year.

Terry said the 19,000 cases of infectious syphilis reported in the United States during the year ended June 30 was the greatest number for any year since 1950. He said the record low was 6,250 cases in 1957.

He also pointed out that health officials have expressed particular alarm over the increase in syphillis among teen-agers. Since 1956 there has been more than 130 per cent increase in infectious syphilis reported among persons under 20 years of age.

National

CLIPPINGS FROM THE TUCSON DAILY CITIZEN

August 3, 1961

These might be of interest to
those interested in the
migrant and in welfare work.

Bostic

Employed Cuban Exiles Refuse Aid

MIAMI—UPI—Grateful Cuban exiles who have found homes and jobs here are returning their U. S. government welfare checks to help less fortunate refugees from the Castro regime.

"The checks keep pouring in," said Marshall Wise, director of the Cuban Emergency Relief center here. He estimated yesterday more than $25,000 has been returned, accompanied by "touching notes filled with gratitude."

The government has been paying more than $600,000 monthly to support Cuban exiles.

"I am returning my check because I have found work to help me live decently with my family," wrote Carlos M. Bayona, 48.

A 60-year-old grandmother sent back her $100 check, Wise said, and reported she had found a $23 a week job as a housekeeper.

"I am working now and it is not fair to accept your aid further," said another Cuban returning his aid check.

National

Foreign-Born Students Rise

NEW YORK—UPI—Almost 20 per cent of all third grade students and 25 per cent of all sixth grade students in New York City public schools were born outside the city, a recent study showed.

Nearly half of those children were natives of Puerto Rico. The second largest group were Negro children born in the southern states. Third largest group were European-born, but all states of the United States and 74 other countries were represented among the pupils.

National

Senators To Join Welfare Parley

PHOENIX —(AP)— An Arizona Senate subcommittee named to investigate welfare problems will meet with the State Welfare Board in Prescott Sept. 28-29.

Chairman of the subcommittee is Sen. John Mickelson, D-Graham.

In remarks at the close of the recent special session of the legislature, Gov. Paul Fannin urged the lawmakers to consider welfare problems in the next regular session.

State

Consultant On VD Gets Pay Raise

Dr. Bernard Pasternack, part-time venereal disease consultant to Pima County Health Department, has been granted a pay hike by the Board of Supervisors because the workload at the county's VD clinics has been increased.

Pasternack, who has been conducting VD clinics twice a week since July, 1953, will now get paid $225 a month instead of $150.

In 1954, there were 1,076 visits to the clinics for venereal disease diagnosis and treatment where necessary. In that same year, 270 cases of disease were found.

Last year, there were 2,028 visits and 488 cases.

"The tremendous growth in the population is one reason for the increase in the number of cases," explained Dr. William G. Ure, acting director of the health department.

Better methods of detection is another reason for the increase in the number of cases, said Ure. A full-time venereal disease investigator has been working with the county health department for two years, tracking down venereal disease contacts.

County

Tucson Red Cross Got 17,025 Pints Of Blood

Volunteer donors gave 17,025 pints of blood to the Tucson chapter of the American Red Cross in the year ending June 30, according to a review of the organization's 1960-61 activities.

The annual report, released this week, also shows that 6,051 servicemen and their families were assisted with counseling, reporting service and financial aid.

In other fields, 3,712 water safety certificates were issued in 200 classes, 2,134 certificates were issued in 116 first aid classes and eight production workers spent 1,476 hours making layettes, garments for hospitalized veterans and underprivileged children.

Surgical dressing volunteers worked 4,428 hours making more than 205,000 dressings for the Veterans' and Pima County Hospitals, and 64 Gray Ladies served 8,184 hours at Veterans, Davis-Monthan AFB and Comstock Hospitals.

In programs planned by the local Red Cross, 522 persons attended 33 classes in mother and baby care and in care of the sick and injured.

More than 100 teachers guided the activities of 56,774 children in public, private and parochial schools giving service to the community through projects for hospitalized patients and for distressed children overseas.

Teen-age members of the Red Cross packaged the universal antidote at the Poison Control Center, University of Arizona.

Why Overseas?

Hospital Committee Delayed

Supervisor Pete Rubi said today that he was unable to discuss with the Board of Supervisors yesterday his plan to establish a citizens' committee to study Tucson's future hospital needs.

The board spent most of the day on a fact-finding tour of the Rillito creek to prepare them for future decisions in flood plain developments, Rubi said.

"We were unable to get down to talking the proposal over," said the District 2 supervisor, who has been opposing the proposal of the Pima County Medical Society to transfer all indigent acutely ill from the county hospital to St. Mary's Hospital and Tucson Medical Center.

At a Tucson Press Club forum Tuesday, Rubi proposed that a group of volunteer laymen, doctors and others interested in the needs of the entire county should study what additional hospital facilities are needed for a period covering at least the next 10 years.

Rubi indicated yesterday that if the other supervisors favored his proposal he hoped to meet with a group of representatives from the medical society to discuss the matter.

County

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